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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: WHO WE ARE (Maths – Shape & Space)** | | | | | **Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  Visual  **x Kinaesthetic**  Auditive | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**    **SHAPE & SPACE:** Sorts 3-D shapes (cube-rectangular prism). | | | | | | **Skills: Thinking** (comprehension, application) | | | | | |
| **Materials:**  Cardboard boxes and cubes, glue (colbón) and markers | | | | | | **Grouping**  Individual  Pairs  Small group  **Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date:** week 12 **(Nov 8-12/10)** | | | **Time:**  45 min. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Hold a cube and a rectangular prism and ask questions:  What is the name of this shape, what about this one?  Do you think there is any difference between them? Which one(s)?  Ask them to hold a rectangular prism and a cube to look and touch their flat surfaces, ask questions: do they have same length?  Do you remember how to call these flat surfaces? They must answer: Faces.  How many faces do they have? Go take a marker and let´s number the faces of each one!  HAVE THEM USE A DIFFERENT COLOUR TO DIFFERENTIATE THE FACES. ONE COLOUR FOR SQUARE FACES AND ANOTHER COLOUR FOR RECTANGLE FACES.  Now, look at these sharpie corners! They are vertexes. Can you repeat this name after me?  Now, look at these borders! They are edges. Repeat this name after me also! (20´)  NOTE: EDGES AND VERTEXES ARE NOT TO EVALUATE DURING THIS TERM BUT IT IS NECESSARY TO INTRODUCE THEM IN ADVANCE. | | | | | | | | | | | |
| **Main Activity:**  Ask children to think of an object they would like to make using the different boxes they have brought from home. They can include the cube into their creation (20´) | | | | | | | | | | | |
| **Tier 1 number:** | | | | | | | | | | | |
| **Tier 2 number:** | | | | | | | | | | | |
| **Tier 3 number:** | | | | | | | | | | | |